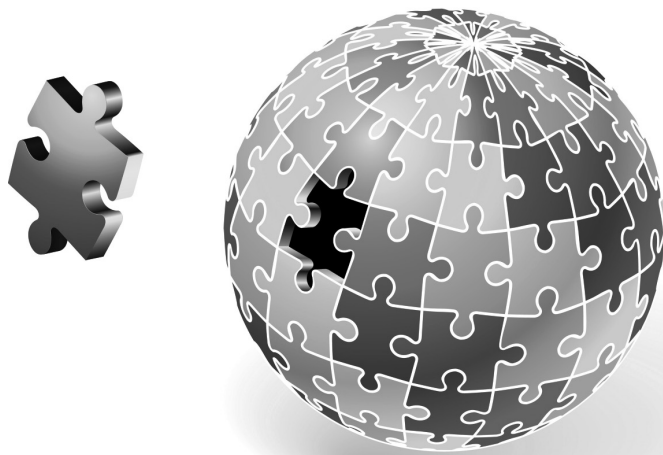


Demonstrate global and cultural understanding...

considering the economy and sustainable development

STUDENTS WHO DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING ARE:

*action-oriented
appreciative
democratic
financially literate
informed responsible*



CROSS-CURRICULAR COMPETENCIES

A cross-curricular competency is an interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living. They are developed by every student, in every grade and across every subject/discipline area.

- A. Know how to learn
- B. Think critically
- C. Identify and solve complex problems
- D. Manage information
- E. Innovate
- F. Create opportunities
- G. Apply multiple literacies
- H. Demonstrate good communication skills and the ability to work cooperatively with others
- I. **Demonstrate global and cultural understanding**
- J. Identify and apply career and life skills

KEY UNDERSTANDINGS

Alberta students understand global interconnectedness and contribute to the world economically, culturally, socially, and politically. Students:

- appreciate how individuals or groups with diverse social and cultural identities, roles, and interests collaborate to strengthen communities;
- value diversity in all people as ethical citizens;
- engage with many cultures, religions, and languages;
- demonstrate environmental stewardship;
- commit to democratic ideals; and
- take personal economic responsibility and appreciate the need for sustainable development and economic leadership, as financial literate citizens.

IMPLICATIONS FOR ENABLING STUDENTS TO DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING

Teachers design learning opportunities that...

- integrate multiple perspectives, including cultural, into learning experiences
- include opportunities to reflect local and global cultural ties through leadership, teaching and advice from experts, mentors and elders in the community
- respect and value learners' differing needs, culture and abilities within inclusive learning environments
- utilize diverse approaches to assess learner competencies

What other implications for designing learning opportunities can you identify?

While demonstrating global and cultural understanding, students...

- identify economic, environmental, political and cultural aspects of communities
- examine how diverse perspectives affect decisions made in communities
- evaluate the impact of community decisions and human activity on the economy and environment
- analyze how individuals or groups with diverse social and cultural identities, roles and interests collaborate to strengthen communities
- advocate choices and activities that promote healthy and sustainable communities
- take personal responsibility as a local and global contributor, and as an environmental steward
- demonstrate commitment to democratic ideals

What other implications for student learning can you identify?

QUESTIONS FOR REFLECTION AND DISCUSSION ?

- What changes have you seen in the cultural demographics of your classroom and school community?
- What are some ways that you are already including cultural perspectives in student learning experiences?
- What do you still want to know about enabling students to demonstrate global and cultural understanding?



FOR MORE INFORMATION

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- Alberta Education Curriculum Redesign website. Retrieved from <http://education.alberta.ca/department/ipr/curriculum.aspx>
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Alberta Regional Consortia

March 2014

